**Mini Lesson Presentation Outline**

Name: Ashley Mountain, Calla Mapel, Natalie Stager Age/Grade Level: 10th

Subject Area(s): Language Arts Unit Title: Poetic Structure

Estimated Time: 30 minutes

Lesson Title: Haiku: Emotional Landscapes in Three Lines

Essential Question: How does language help us express ourselves?

Unit Question that applies to this lesson: Why do poets use specific forms?

Lesson or Content Question(s): What is the structure of a haiku? Why would a poet use this form? Is this form historically linked to any specific topics or content?

**Goal:** Students will understand why and how to use haikus.

**Materials Needed:** Pens, paper, poster with haiku examples, screen to show the video “Haiku”, by Jurriën Boogart (<http://vimeo.com/2268876>).

**Hook or Introduction: 1)** Welcome the class and tell them we’re going to begin the lesson with a little video clip. Show the video “Haiku”. When the video is finished, ask students what they noticed? What mood was evoked? What did you think about while you were watching it?

Then ask students to listen to another example of a haiku by Matsuo Basho, haiku master from the Edo period in Japan (1600’s).

*Black cloudbank broken*

*Scatters in the night…now see*

*Moon-lighted mountain!*

I will ask students to share opinions about what they noticed in this reading. This will lead to a discussion about nature and serenity (students may feel that the poems evoke feelings of calmness, space, beauty). I want students also to notice that the haiku can be read in a single breath. I will prompt if necessary.

Then I will say, “Now we’re going to try a little exercise”. I will ask students to get out a piece of paper and write one word that comes to their mind when they think of where they live, it can be any kind of word: noun, verb, adjective, etc. (Where they live can mean their house, street, neighborhood, city, country, or planet…). When students have picked their word and written it down I will ask them to raise their hands if their word has one syllable, to start us off. From the students whose hands are raised I will ask for a volunteer to come up and write their word on the board. “Okay,” I’ll says, “We have four syllables left in this line. Who wants their word to go next?” I will have the student who has just written her word pick from the students whose hands are raised. We will continue this exercise until we have pieced together a haiku from the students’ words, being sure to fit in the correct amount of syllables. Perhaps, if students seem excited, I will let them challenge their fellow students if they think their word is a better fit and we can vote as a class on which word to use. When the haiku is done I will ask students what they think of it. Is it about nature? Does it evoke feelings of serenity or no? What sorts of feelings *does* it evoke? Why? How is it different from Basho’s haikus? I will ask students to break into groups of four to talk these ideas over and come up with some thoughts to share with the class. They will discuss in groups for ten minutes and then we will come together and share a few ideas / discuss with the whole class.

After discussion:

For the last 10 minutes of class, students’ goal will be to write a haiku about a topic of their choice or, if they choose to, to write several haikus about various subjects. They can choose to write about a traditional subject matter, like nature or beauty, or they can write about something that interests them. Some students might want to challenge themselves to see if they can use the structure of haiku to write about something that has nothing to do with nature or serenity. The goal of writing the haiku(s) though is to evoke a particular mood or feeling of your choosing. On a separate page of their journals students should write what feeling/mood/scene they intended their haiku to evoke. When they have written their haiku(s), they should stand up to let other students know they’re are finished. Then, students who have finished their haikus can walk around the room and share them with each other. After reading their haiku(s) to their peers, they can test to see if their peers can guess what mood/feeling they were attempting to evoke.

**Closure:** To end the class students will turn in their journals and I will say:

*Goodbye my students*

*I will see you tomorrow*

*This is a haiku. Terrific!*

Tomorrow we’ll learn what has tons of feet and was beloved of Shakespeare!